

Pupil premium strategy statement: Holsworthy C of E Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	282
Proportion (%) of pupil premium eligible pupils	90
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/24 – 26/27
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Tim Salvadori
Pupil premium lead	Tim Salvadori
Governor / Trustee lead	Sarah Leach

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,950
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£13,195
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£144,145

Part A: Pupil premium strategy plan

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The attainment and progress of some disadvantaged pupils is not always in line or above non-disadvantaged pupils / national.
2	Some disadvantaged pupils have gaps in their learning.
3	The attendance of disadvantaged pupils is not always in line or better than non-disadvantaged pupils. This can sometimes be the result of challenges associated with social and emotional development, anxiety and poor mental health.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
There will be consistently good or better teaching and learning across the school which results in good or better progress and attainment for disadvantaged pupils.	<ul style="list-style-type: none">- The proportion of disadvantaged pupils achieving a good level of development will be in line or better than national and non-disadvantaged pupils.- The proportion of disadvantaged pupils passing the phonics screening at the end of Y1 will be in line or better than national and non-disadvantaged pupils.- The proportion of disadvantaged pupils reaching age-related expectation or above in reading writing and maths at the end of KS1 will be in line or better than national and non-disadvantaged pupils.- The proportion of disadvantaged pupils reaching age-related expectation or above in reading writing and maths at the end of KS2 will be in line or better than national and non-disadvantaged pupils.- The progress measure for disadvantaged pupils in reading writing and maths at the end of KS2 will be in line or better than national and non-disadvantaged pupils.- Leaders will demonstrate high quality professional development for colleagues through the use of teaching sprints to embed principles of teaching and learning.- Leaders will demonstrate high quality professional development for Early Career Teachers through bespoke programme of development.- Leaders will demonstrate evidence base for the school's principles of teaching and learning used to implement the curriculum.- Monitoring of teaching and learning will indicate that the school's principles of teaching and learning are implemented effectively to ensure the quality of teaching is good or better.

	<ul style="list-style-type: none"> - Pedagogy associated with Mastery maths will be in evidence across the school and Mastery Number in KS1. - Phonics lead will liaise termly with RWI consultant to provide effective professional development for colleagues to ensure programme of phonics and writing is consistently delivered.
Misconceptions and gaps in learning for disadvantaged pupils will be identified and addressed.	<ul style="list-style-type: none"> - Teachers will use assessment effectively to identify gaps in learning and adapt the curriculum and pupils' provision to address misconceptions. - Teachers' pedagogy will build in opportunities to check pupils' understanding and adapt teaching and learning as appropriate during lessons. - Marking and feedback will be used to address misconceptions and move learning forward. - An academic mentor will be deployed to tutor pupils and address gaps in learning. Progress made will be individually evidenced from different starting points. - Phonics Lead to liaise with RWI consultant to monitor and track pupils' progress and identify gaps. Teaching groups are amended and Read Write Inc Fast Track Tutors deployed to fill gaps for pupils who have fallen behind, enabling them to make accelerated progress from different starting points.
Attendance of disadvantaged pupils will in line or better than non-disadvantaged pupils and compare favourably with national	<ul style="list-style-type: none"> - Overall attendance of disadvantaged pupils will be in line or better than non-disadvantaged pupils and compare favourably with national. - The proportion of disadvantaged pupils considered persistently absent will be in line or better than non-disadvantaged pupils and compare favourably with national. - Disadvantaged pupils who are considered persistently absent will be identified promptly and support provided to bring about an improvement in attendance. - Pupils will receive effective support to address issues associated with social and emotional development, anxiety and poor mental health

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £62,632.40 (AF, 1 day CH, ½ day KS, AC, FR)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior leaders and subject leaders mentor and coach colleagues to support effective implementation	<p>The EEF recognise the importance of providing high quality teaching for children. This is taken from the EEF website:</p> <p>1. High-quality teaching</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.</p>	1 & 2

<p>of curriculum intent/principles of to T&L and continually drive standards of T&L.</p>	<p>Maximising Learning The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the ‘bread and butter’ of effective teaching:</p> <p>Cognitive strategies include subject-specific strategies or memorisation techniques such as methods to solve problems in maths. Metacognitive strategies are what we use to monitor or control our cognition, for example checking whether our approach to solving a mathematics problem worked or considering which cognitive strategy is the best fit for a task.</p> <p>The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning, and these strategies are best taught within a subject and phase specific context. Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils.</p> <p>Teachers should be mindful of the differing needs within their classes – it is just as important to avoid over-scaffolding as it is to ensure all pupils are adequately supported. Similarly, we know that retrieval practice supports knowledge retention, but it is important to think carefully about how that is implemented in individual subjects across the curriculum to ensure it supports learning.</p> <p>It is also important to take account of the prior knowledge that children bring to lessons and to help them to build upon this understanding. Additionally, anticipating common misconceptions, and using diagnostic assessment to uncover them, is an important way to support pupils.</p> <p>We use Teaching Walkthrus to support our implementation of the curriculum:</p> <p>‘At the heart of WalkThrus is a selection of 150 evidence-based teaching strategies rooted in a deep understanding of how learning works. Each WalkThru breaks teaching techniques down into five clear steps.’</p> <p>Recent Local Authority Visit Report: ‘The headteacher and deputy headteacher have a strong vision for quality of education at Holsworthy Primary School. They have developed a ‘Holsworthy Principles of Teaching and Learning. Teachers have rigorous and systematic CPD linked to Walkthrus. The curriculum intent is clearly documented with both the what and the why explained.</p> <p>See also latest Ofsted Report for evidence of the provision of high-quality teaching and learning</p>	
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<p>Continually improve our programme of systematic Synthetic Phonics</p>	<p>We invest in Read Write Inc Consultants to support us to continually improve our approach to the teaching of phonics. There is lots of evidence to support this approach and it is summarised by Ofsted in their document 'Research for Education Inspection Framework':</p> <p>https://assets.publishing.service.gov.uk/media/6034be17d3bf7f265dbbe2ef/Research_for{EIF_framework_updated_references_22_Feb_2021.pdf</p> <p>See EEF report:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p> <p>We put the teaching of Reading including Phonics at the heart of our curriculum and following a recent visit from a Local Authority Advisor, she wrote in her report:</p> <p>'The school uses Read Write Inc as its synthetic phonics programme. The implementation of this is robust and consistent because of the high level of skill of the phonics lead. Her forensic monitoring leads to accurate and impactful support for those teaching phonics, including 'in the moment' coaching. There is regular CPD to ensure consistency. There was a high level of participation in the lessons visited and pupils showed good phonic knowledge appropriate to their age.</p> <p>Expectations of pupils are high, for example in the reception classroom all pupils seen were holding their pencil correctly in a tripod grip. There are clear systems in place to identify those pupils who are starting to fall behind and they receive daily additional teaching.'</p> <p>See also our recent Ofsted report which identifies reading and the teaching of phonics as a strength of the school.</p>	<p>1 & 2</p>
<p>SENDCO and Senior Leads work alongside colleagues and children to implement strategies to successfully support</p>	<p>A significant proportion of our children are disadvantaged pupils with SEND and therefore we use EEF guidance to identify and adopt the best possible strategies to support these children.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/EEF_SEND_Evidence_Review.pdf?v=1700633085</p> <p>The EEF used the evidence above to identify the following key strategies to support pupils with SEND that we seek to embed:</p> <p>Summary of recommendations:</p>	<p>1 & 2</p>

<p>children with SEND</p>	<ul style="list-style-type: none"> - Recommendation 1 Create a positive and supportive environment for all pupils, without exception - Recommendation 2 Build an ongoing, holistic understanding of your pupils and their needs - Recommendation 3 Ensure all pupils have access to high quality teaching - Recommendation 4 Complement high quality teaching with carefully selected small-group and one-to-one interventions - Recommendation 5 Work effectively with teaching assistants <p>See EEF Guidance report for further details: https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1700623027</p> <p>We have evidence that our approach to supporting pupils with SEND is effective. During a recent visit from the Local Authority SEND Advisor the following was noted the following in her report:</p> <p><i>Key observations during the Learning Walk:</i></p> <ul style="list-style-type: none"> • There was very strong relational practice observed across the school between adults and pupils. Staff clearly knew the needs of the pupils well and responded effectively to these in the moment. • All pupils with SEND were fully included alongside their peers within the classrooms. It was not evident which children had SEN or and EHCP as they were being well provided for within the classrooms so could engage in the learning successfully. • Universal strategies/resources were evident e.g. wobble cushion, sensory regulation activities, worked examples, modelling, teaching language/questioning. • TAs were not 'velcroed' to a child, but were seen to be moving around the classroom, working with a range of children. • Some consistency in learning environment expectations was evident e.g. visual timetables, colourful semantics displayed, widge symbols, uncluttered display boards. <p>See also latest Ofsted Report for evidence of our effective provision for pupils with SEND</p>	
<p>Maths Lead works alongside colleagues to embed strategies associated with mastery.</p>	<p>EEF teaching and learning toolkit indicates that mastery learning has an impact of +5 months: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>The school also incorporates strategies that are identified in EEF guidance report 'Improving maths in Early Years and KS1' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>The main recommendations which we seek to embed are:</p> <ul style="list-style-type: none"> - Recommendation 1 Develop practitioners' understanding of how children learn mathematics 	<p>1 & 2</p>

	<ul style="list-style-type: none"> - Recommendation 2 Dedicate time for children to learn mathematics and integrate mathematics throughout the day - Recommendation 3 Use manipulatives and representations to develop understanding - Recommendation 4 Ensure that teaching builds on what children already know - Recommendation 5 Use high quality targeted support to help all children learn mathematics <p>The school also incorporates strategies that are identified in EEF guidance report 'Improving maths in KS2 & 3'</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1700624403</p> <p>The main recommendations which we seek to embed are:</p> <ul style="list-style-type: none"> - Recommendation 1 Use assessment to build upon pupils' existing knowledge and understanding - Recommendation 2 Use manipulatives and representations - Recommendation 3 Teach strategies for solving problems - Recommendation 4 Enable pupils to develop a rich network of mathematical knowledge - Recommendation 5 Develop pupils' independence and motivation - Recommendation 6 Use tasks and resources to challenge and support pupils' mathematics - Recommendation 7 Use structured interventions to provide additional support - Recommendation 8 Support pupils to make a successful transition between primary and secondary school <p>See latest Ofsted report which identifies maths as a strength of the school.</p>	
Staff to be supported to embed Oracy through the curriculum	<p>Rationale for developing oracy from Voice 21 Oracy Project:</p> <p>On entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers</p> <p>These gaps grow as children move through school. Widening from just a few months aged six, to five years' difference by the age of 14.</p> <p>On leaving school, children with poor verbal communication skills are less likely to find employment and more likely to suffer from mental health difficulties.</p> <p>....1 What can a high-quality oracy education achieve?</p> <p>Evidence shows that a high-quality education can:</p> <p>Improve academic outcomes, developing learners who can think critically, reason together and have the vocabulary to express their knowledge and understanding.</p>	1 & 2

	<p>Improves literacy development. The EEF literacy reports show that through structured classroom talk students, and particularly pupil premium students, literacy outcomes improve.</p> <p>Increase confidence and wellbeing, empowering students with the belief that their voice has value, developing the ability to articulate thoughts so others will listen.</p> <p>Equip students to thrive in life beyond school helping them to progress, access employment and engage in civic life. Successive employer surveys and reports from industry bodies such as the CBI, CIPD and IoD have highlighted the value businesses place on employees' communication skills.</p> <p>Narrows gaps enabling disadvantaged students to fulfil their potential and shrink the language gap between them and more advantaged peers.</p>	
Embed a well-designed curriculum	<p>Ofsted recognise the importance of curriculum in their latest framework and have the following requirements:</p> <p><i>Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.</i></p> <p><i>The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</i></p> <p><i>The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.</i></p> <p><i>Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6.</i></p> <p>Recent Local Authority Visit Report: 'The curriculum intent is clearly documented with both the what and the why explained.'</p> <p>See latest Ofsted report for evidence of the school's curriculum being effective.</p>	1&2

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £38,116 (RWI, AR, Lexia & Academic Mentor / Recovery Premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Phonics through RWI Fast Track Tutoring	<p>We use a RWI fast track tutoring programme to help pupils fill gaps in their learning and help them to make accelerated progress with their reading skills. This approach is supported by EEF evidence which suggests that children can make +5 months progress. See EEF report: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p>	1&2
Lexia Core 5 reading catch up	<p>The EEF have conducted evidence into using Lexia Core 5: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia#:~:text=Exploratory%20analysis%20suggests%20that%20children,average%2C%20compared%20to%20other%20children.</p> <p>'Exploratory analysis suggests that children offered Lexia made the equivalent of two additional months' progress in word recognition and decoding skills and one additional month of progress in reading fluency and comprehension skills, on average, compared to other children.'</p>	1&2
Academic mentor to provide tuition	<p>We use an Academic mentor to deliver small group tuition for targeted groups.</p> <p>EEF summary</p> <p>There is a large body of evidence that tutoring and small-group tuition is effective, particularly when it is targeted at pupils' specific needs. It can be particularly beneficial for socio-economically disadvantaged pupils. Because of this, the NTP was set up in response to COVID-19 and the subsequent school closures, to help children catch-up with their learning.</p>	1&2

Accelerated Reader	<p>Accelerated Reader Evaluation Report and Executive Summary (Feb 2015). Research was conducted (although with Y7 pupils) and it was found that FSM pupils had their progress in reading accelerated by +5 months compared to FSM pupils who did not use Accelerated Reader.</p> <p>The research shows that Accelerated Reader can be effective for weaker readers.</p> <p>AR allows us to track pupils reading habits, understanding of the texts they are reading, reading ages and standardised scores.</p>	1&2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £43,396.60 (1 day JW; 3 days ML; 1 day CH, ½ day VB & disadvantaged pupil tracker)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Team to rigorously track and implement support for pupils and families to improve attendance	<p>The EEF have found that more personal messages to parents can be beneficial in improving attendance: https://educationendowmentfoundation.org.uk/news/new-evidence-review-finds-sending-personalised-letters-or-texts-can-help-but-wider-evidence-is-weak#:~:text=Sending%20parents%20of%20students%20who,to%20improve%20pupils'%20school%20attendance.</p> <p>We have also been using this research to adopt a timely nudge approach to attendance: https://www.bi.team/blogs/improving-student-attendance-through-timely-nudges/</p> <p>The EEF have provided the following research into improving attendance which we use to inform our approach https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1700653038</p> <p>We also use the following government guidance to inform our approach to attendance: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</p>	3
Interventions to support pupils socially	Targeting Social and Emotional support has been found to be effective by EEF (+4 months progress):	1&3

<p>and emotionally so that attendance and behaviour of pupils improves so that they engage more effectively with their learning.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>See also guidance report from EEF on social and emotional approaches:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1700623122</p> <p>'Why do social and emotional skills matter?</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health. There is also evidence that children's skills can be improved purposefully through school-based SEL programmes, and that these impacts can persist over time. Numerous large evidence reviews indicate that, when well implemented, SEL can have positive impacts on a range of outcomes, including: • Improved social and emotional skills; • improved academic performance (see Figure 1); • improved attitudes, behaviour and relationships with peers; • reduced emotional distress (student depression, anxiety, stress and social withdrawal); • reduced levels of bullying; • reduced conduct problems; and • improved school connection. Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers. This matters for a range of outcomes, as lower levels of SEL skills are associated with poorer mental health and academic attainment.'</p> <p>See recent Ofsted report to see evidence of good behaviour/engagement in learning and attendance.</p>	
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Total budgeted cost: £144,145

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic Outcomes					
2023					
	<i>Disadvantaged (School)</i>	<i>Disadvantaged without SEND (School)</i>	<i>Non- disadvantaged (School)</i>	<i>Devon average for disadvantaged pupils</i>	<i>National average for disadvantaged pupils</i>
% attaining ARE in reading, writing and maths at the end of KS2	54.5	75.0	50.0	35.1	44.2
% attaining ARE in reading at the end of KS2	63.6	87.5	73.1	56.4	60.3
% attaining ARE in writing at the end of KS2	72.7	100.0	65.4	48.4	58.4
% attaining ARE in maths at the end of KS2	54.5	75.0	65.4	49.5	59.0
End of KS2 progress measure in reading	-5.18	-2.51	+0.25	-1.27	-0.85
End of KS2 progress measure in writing	-1.63	+2.85	-0.41	-2.07	-0.65
End of KS2 progress measure in maths	-5.04	-2.35	-0.68	-2.43	-1.00
% attaining ARE in reading at the end of KS1	36	50	57	48	54
% attaining ARE in writing at the end of KS1	14	20	47	36	45
% attaining ARE in maths at the end of KS1	50	60	60	50	56
% achieving ARE in Y1 Phonics Screening Check	78	100	81	64	67
% attaining a good level of development at the end of EYFS	67	86	65	48	52
% Average attendance	93.2		94.2		

The attainment of disadvantaged pupils at the end of KS2 was broadly better than both national and Devon – especially in combined RWM, reading and writing.

There were no significant gaps between the KS2 attainment of disadvantaged and non-disadvantaged pupils. In combined RWM and reading the % of disadvantaged pupils at exp+ was better than for non-disadvantaged pupils.

Progress measures at the end of KS2 were lower than national for disadvantaged pupils – in particular for reading and maths. This is in part due a small number of disadvantaged pupils with SEND. We felt asking these pupils would have struggled to access the KS2 tests and it would have been damaging to their mental health. These children consequently received very low progress measures which made a significant impact on the average progress score.

Attainment of disadvantaged pupils at KS1 was lower than national for reading and writing and supporting these pupils with an academic mentor this year is a key priority.

Disadvantaged pupils' attainment in their Y1 phonics screening was better than other schools nationally and in line with non-disadvantaged pupils within the school.

The proportion of disadvantaged pupils' achieving a good level of development at the end of EYFS was better than other schools nationally and in line with non-disadvantaged pupils within the school.

Social and Emotional Development

Separate analysis is available to evidence the progress of individual pupils in relation to their social and emotional development following interventions. These are evidenced through strengths and development questions (SDQs).

Attendance

We subscribe to a half termly disadvantaged pupils attendance tracker. Below is an end of 22/23 summary of the attendance of different pupil groups:

Disadvantaged Groups	School Average Attendance by Group	Latest National Attendance by Group	Number of PA pupils in each School Group	School % of each Group that are PA	Latest National Average PA rates for each Group
FSM	93.0%	91.5%	23	25.8%	30.7%
Non FSM	94.3%	94.5%	16	9.8%	13.1%
Statements/EHCPs	82.9%	90.3%	3	37.5%	31.3%
SEN Support	92.7%	92.0%	10	21.3%	26.2%
Non SEN	94.6%	94.1%	26	13.2%	15.6%
EAL	92.0%	93.9%	2	25.0%	18.0%
Non EAL	93.9%	93.7%	37	15.2%	17.6%
Pupil Premium	93.2%		21	23.6%	
Non Pupil Premium	94.3%		18	11.0%	
Boys	94.0%	93.6%	14	10.6%	18.1%
Girls	93.7%	93.8%	25	20.8%	17.3%

Purple = Above National Average

Red = Below National Average

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
We do not currently receive service pupil premium funding
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.